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Viewpoints Online

Council News and Teacher Resources

Volume 43, No. 1, Winter 2012



Changes and Challenges

2012 State Conference takes on the future with theme Changes and Challenges in Indiana Social Studies

This issue's change & challenge:

The Digital Social Studies Curriculum

Vote 2012
ICSS Board of Directors Election

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INDIANA JONES AND THE ICSS STATE CONFERENCE

PROFESSOR JONES JUST GOT HIS NOTICE OF THE INDIANA COUNCIL FOR THE SOCIAL STUDIES ANNUAL STATE CONFERENCE ON 2 NOVEMBER 2012 AT THE CROWNE PLAZA IN INDIANAPOLIS, IN.

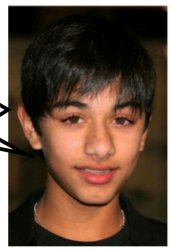
YOU KNOW, AFTER A TOUGH YEAR IN THE FIELD, I PREFER ...



TO TIDY UP A BIT AND HEAD DOWN TO THE CROWNE PLAZA IN INDIANAPOLIS FOR THE ICSS STATE CONFERENCE.



CAN I GO TOO, INDY?



IT'S A GREAT CHANCE TO LEARN THE LATEST IN SOCIAL STUDIES, MAKE A PRESENTATION, AND BEST OF ALL NETWORK WITH INDIANA'S FINEST SOCIAL STUDIES PROFESSIONALS!

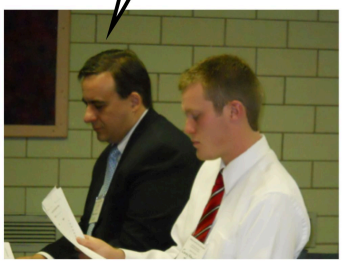
IT ALWAYS LEAVES ME ASKING FOR MORE, INDY!

AS ICSS PRESIDENT FOR 2012-2013, I URGE YOU TO JOIN US FOR A SUPER CONFERENCE. MARK YOUR CALENDAR! 2 NOVEMBER 2012



OH, HI, INDY! GOOD TO SEE YA AGAIN! WE'RE PRESENTING ON INTEGRATED WORLD HISTORY AND ELA!





Call for Presenters

2012 Indiana Council for the Social Studies

Changes and Challenges: Indiana and the Future for Social Studies

Friday, November 2, 2012
Crowne Plaza at Historic Union Station
123 West Louisiana St. Indianapolis 46225

CONFERENCE PROPOSAL GUIDELINES

PROPOSALS: The Program Committee of the Indiana Council for the Social Studies is now accepting proposals for individual sessions. Due to printing deadlines, the proposals must be email time stamped by **11:59 PM August 15, 2012**. Notification will be sent by September 8, 2012. **ALL presenters and co-presenters must fully register for the conference.**

NATURE OF INDIVIDUAL SESSIONS: A session is a demonstration, discussion, presentation or participation session. All sessions will be 45 minutes in length. All presenters are expected to provide at least one handout. **Please submit handouts** to ICSS at socialstudiesbrady@gmail.com before October 31 for posting to the ICSS conference web pages.

SELECTION CRITERIA:

1. Relationship to conference theme.
2. Objectives clearly and specifically stated.
3. Based on valid and reliable information obtained through research, practice or development.
4. Overall clarity and coherence.
5. Potential for educational improvement.
6. Hands on "practical experience."

There are a limited number of slots available for sessions. Only one proposal per person will be accepted. Proposals that focus on materials and activities that social studies teachers can use in their classroom will be given preference over other types of proposals.

RETURN COMPLETED PROPOSAL FORM BY August 15, 2012
Save proposal as a .pdf and email it as an attachment to:

susan.tomlinson@ftcsc.k12.in.us

Proposals to make presentations are welcome from all educators interested in the social studies.

2012 Indiana Council for the Social Studies

Annual Conference Presenter Proposal Form

Changes and Challenges: Indiana and the Future for Social Studies

Friday, November 2, 2012
Crowne Plaza at Historic Union Station
123 West Louisiana St. Indianapolis 46225

PROPOSAL DEADLINE: August 15, 2012

Session Title:
Presenter Name:
Cell Phone:
E-mail address:
Address:
City/State/Zip:
Title & Affiliation:

CO-PRESENTERS: List Name and Title and Affiliation of each confirmed co-presenter. All presenters and co-presenters **must pay** the appropriate registration fee.

TECHNOLOGY REQUESTS
(note that no changes or additional technology requests can be made the day of the conference)
___Wireless Internet available in one room and will be available to technology based sessions only
___ Screens-no charge
___LCD projector - $125.00 per session (no computer provided)
___I'm bringing my own LCD projector and computer.

Sessions will be on Friday, November 2, 2012 only.
Email this form to: susan.tomlinson@ftcsc.k12.in.us

INTENDED AUDIENCE: Choose only one

_____PRIMARY ___UPPER ELEMENTARY ___MIDDLE/JR. HIGH ___SECONDARY

___COLLEGE/UNIVERSITY ___SUPERVISIORS/ADMINISTRATORS ___ GENERAL

STRAND:

_____AP/IB ___U.S. History ___World History/Geography ___Govt./Econ. _____Elementary ____Other

Include the following to complete your application:

1. This form
2. A 150 word description of the content of your presentation.
3. A 50 word abstract for the website
4. A personal photo, if possible, for the website in .jpg
5. If possible, a 2-3 minute video to promote your presentation in .mov (Quicktime) format. <16 mb.
6. **Please submit handouts** to ICSS at socialstudiesbrady@gmail.com before October 31 for posting to the ICSS conference web pages.

STRAND:

_____AP/IB ___U.S. History ___World History/Geography ___Govt./Econ. _____Elementary ____Other

Include the following to complete your application:

1. This form
2. A 150 word description of the content of your presentation.
3. A 50 word abstract for the website
4. A personal photo, if possible, for the website in .jpg
5. If possible, a 2-3 minute video to promote your presentation in .mov (Quicktime) format. <16 mb.
6. **Please submit handouts** to ICSS at socialstudiesbrady@gmail.com before October 31 for posting to the ICSS conference web pages.



It is leap year, which also means it is a presidential election year. Of course, anyone who watches television or listens to radio knows elections are on the horizon from the frenzy of election advertisements. By the time Election Day arrives, some people may be suffering election fatigue after being pounded by exhortations in the media for nearly a year. What type of turnout will we see at the polls? Will our nation's abysmal record of practicing our hard won right to direct our nation through the ballot box continue to decline? Will our government continue to be elected by the votes of a minority of eligible voters?

Indiana law requires social studies teachers to teach election units. If the current situation is the result of our work, we need to ask how effective have our election units been? How are we framing the concept of voting? How are we communicating the role of citizen to our students? How are we developing civic responsibility?

In an age of high stakes testing, what gets tested gets taught. Certainly, some of the questions on the ISTEP+ relate to citizenship. How closely they align to the need for informed citizens willing to go to the polls and guide the future of their city, county, state, and nation differs from year to year. The importance of that civic duty never differs regardless of whether it is a local, state, or national election.

We must help students understand the fundamental importance of voting in our system of government. We must help students learn to separate issues from personalities or appeals to emotion. We must help students examine issues from multiple perspectives with an eye toward determining policies that are best for the nation in addition to themselves. This demands rigorous election units. This demands units that not only allow but also require that students dig into the issues of the day and the working of their government. This demands units, in which students strive to identify solutions to economic and social problems, evaluate these solutions from different perspectives, make and explain decisions, and explain and promote potential answers.

I urge each of you to think carefully about your required election unit. Make it more than teaching the mechanics of elections to meet a state mandate. Remember our mission of creating engaged, informed citizens of a democratic republic. The office of citizen is the most important public office in our nation. Engaged, informed, voting citizens are the very foundation of our freedom and liberties.

Make fulfilling the office of citizen the core of your elections unit. Let's raise the level of voter participation. Let's raise the level of accountability for our government. Let's promote the fundamentals of our nation. Let's protect its freedoms and liberties. Let's ensure we have a government of the people, by the people, and for the people, by ensuring that the vast majority of our people are engaged, informed and voting citizens.

Barbara Burdge
President
Indiana Council for the Social Studies

Here are a few examples of sessions from presenters at the 2011 ICSS State Conference.

National History Day Session

Attendees at the National History Day in Indiana session learned about the NHD program including rules, project types, and strategies for tailoring the program to a specific classroom audience. We also discussed the recent large-scale study, which showed that NHD students outperform their nonparticipating peers on a variety of measures. More information on the NHD in Indiana program can be found at http://www.indianahistory.org/historyday and more information on the NHD Study can be found at http://www.nhd.org/NHDWorks.htm.

Teaching decision-making in the classroom

By Jeff Sanson, Executive Director, Indiana Council for Economic Education

The National Council for the Social Studies reminds us that one of the goals of social studies education is to create effective, active, informed citizens. As many teachers of social studies are aware, economic literacy or decision-making is an important component of this.

While the best way for students to develop the capacity for making wise economic decisions is to apply and practice in situations relevant to them (classroom mini-economies), this is not always possible given the limited amount of time necessary to cover all the instructional mandates. Yes, the problem that all teachers, in fact all of society faces is scarcity. While, we cannot remove scarcity, we can manage it, so here are a couple of ideas and resources for teaching economics if you have a limited amount of time.

Literature Based Instruction

Economics fills the pages of children's literature. Conflicts and plot complications often arise when a character faces a decision regarding the allocation of scarce resources. In the absence of their own experience, students can vicariously witness the decision-making through the actions of these characters. Recall, Alexander and the challenges he faces managing his new found riches ($1.00) from his grandparent over the course of a week. Or the Once-ler who recounts the story of the choices he made to produce his product – a Thneed. His decision resulted in the over-use of the local supply of natural resources – Truffula Trees - and drove away his family and the Lorax. Several websites provide lists of books and provide guided questions that focus on the economic concepts included in the books.

For more on these ideas, see
Teaching Activities for The Lorax (www.kidseconposters.com)
http://www.kidseconposters.com/keb/Title%20List%20Poster%20Set%20A/Scarcity/Lorax.htm

Teaching Activities for Alexander, Who Used to Be Rich Last Sunday
(www.kidseconposters.com)
http://www.kidseconposters.com/keb/Title%20List%20Poster%20Set%20B/Saving/Alexander%20Rich%20Last%20Saturday.htm

Econ Kids (Rutgers University)
http://econkids.rutgers.edu/

No time to develop your own lessons? Bookmark these two websites, www.econedlink.org **and** www.stlouisfed.org/education_resources

EconEdLink (www.econedlink.org)
The national Council for Economic Education partners with Thinkfinity to powers the website. This website contains hundreds of free lessons, web-based interactives, and videos to teach economics in grades K-12. Teachers can sign-in and save lessons and register to receive e-mail updates when new lessons are posted.

Federal Reserve Bank of St. Louis (www.stlouisfed.org/education_resources)
The educators at the Federal Reserve Bank of St. Louis have developed activities for use with interactive white boards. To access the materials, visit their education resources page http://www.stlouisfed.org/education_resources/ , click on the grade level, click on the lessons / whiteboard activities tab. Many of the whiteboard activities for elementary and middle school feature a literature book. There are also podcasts and other interactive lessons available to download.

Want to learn more?
Check out the workshops and materials available from the Indiana Council for Economic Education and the 11 university centers for economic education in Indiana at www.econed-in.org.

President Elect's Letter

In the field of education, we have always faced challenges day to day helping our students do their best and bring them to an understanding of citizenship in our republic. However, those challenges have certainly become more profound over the last decade with massive mandates from the government while politicians simultaneously trash our profession.

While sometimes we cannot control what changes happen to us, we can always manage our own responses to those changes. The changes in school curriculums coming with the common core standards and the restructuring of NCLB are a chance to steer our destiny in a more positive direction. If done correctly, we can use the change to the common core as an opportunity to bring creativity and deep intellectual work to our students and raise achievement. We can steer our districts to adopt evaluation processes that treat teachers as professionals and experts if we speak up, demand to be heard, and perform in the classroom in a way that cannot be ignored.

As the professional organization for social studies teachers in Indiana, if we are to move this change in the best direction for students' awareness of citizenship education, we need you to be a part of this organization. We need your voice, your energy and your expertise. We want to grow our organization and that means WE NEED YOU! These are difficult times for teachers and schools. If you have ever thrown up your hands and asked, "What can I do?" For starters, you can help develop a strong professional organization to inform legislatures and the public about the important work you do every day.

There are plenty of ways to get involved and you have already taken the first step. The next is to get others to join! After that, consider joining the ICSS board, go to the national conference in Washington DC or join a national committee. Through NCSS and now ICSS I have had some of the best professional experiences of my life and I hope you have the same!

While you are at it, mark your calendar for November 2, 2012 and come to our conference. Learn, share and connect with teachers who share your passion. See you there!

Michael L. Boucher Jr.
ICSS President-Elect

Vice President's Letter

"Be the change you wish to see in the world." Mahatma Gandhi

I've got to admit that at the end of the last school year I was very apprehensive about the 2011-12 school year. That school year had been a very good one. However, my energy level was spent from active letter writing to my Indiana State legislators, attendance at numerous IDOE informational and local town hall meetings, and work to promote a referendum in our school corporation had ended in defeat.

I knew my class sizes would be increasing again, and legislation would result in additional responsibilities. By the end of the summer, though, I was ready to roll again with the passion and energy and new ideas that I needed to begin the year with 190 students. My involvement in the Indiana Council for the Social Studies can be credited in part for my rejuvenation and positive outlook. Sometimes we need new ideas, sometimes we need someone with whom we can commiserate or vent, and sometimes we need to have a network of professionals to turn to for an energy boost. My association with ICSS has served all of those purposes and more. One of my favorite ICSS activities is the annual conference. Last year's conference was a very good one, and I am excited as we plan our 2012 fall conference.

Our conference evaluations indicated that attendees enjoyed our conference venue, so we'll be back in downtown Indy for the conference. Mark your calendars now and plan to join us on Friday, November 2nd at the Crowne Plaza at Union Station.

Our theme is *Changes and Challenges: Indiana and the Future of the Social Studies.* If you have some good ideas to share, consider submitting a proposal for making a presentation at the conference.

Would you like to become involved in ICSS leadership? We need candidates for our Board of Directors' election. Have a question NOW or something to share NOW? Like us on Facebook. Want to know the latest developments in the Social Studies? Check out our website: www.indianasocialstudies.net. Let's connect, let's learn, and let's move forward together as we continue to passionately prepare students to be active, informed citizens.

Susan Tomlinson
ICSS Vice President
Franklin Central High School
Indianapolis

Director of Communications Letter



For me, the last few months have been an exciting time. I have had both the opportunity and the time to explore the issue of digital curriculum with a number of people and publishers (including the question of how these materials should be designed); take a look anew at the issue of the flipped classroom; revisit the relationship between Social Studies, civic literacy and reading literacy; and consider what the Social Studies will mean under the Common Core State Standards as various state departments of education begin implementing them. All quite heady stuff, one might say. However, I see these as questions Social Studies professionals must think about and weight in on if Social Studies is to remain a core subject in the 21st century curriculum.

Disaffection and complacency, not to mention an increasing amount of cynicism, have become hallmarks of American political life. The numbers of eligible Americans who vote in elections is shamefully low. Such disengagement does not bode well for the Republic. I ask myself, however, if we in Social Studies are not reflective of this trend. How active, how engaged, how reflective, how creative have we been about our subject? Why have we, the professionals charged with teaching active participation in our government and civic life, stood idly by allowing our subject area, our profession, to become increasingly marginalized? Why are we the most ignored and why are we the least heard from of the traditional four core subjects? Who do we have to blame for this situation? What can we do about it?

We can seize the opportunities that exist at this moment. The article in this issue written by the Indiana Council for the Social Studies Board of Directors highlights some of the changes and challenges before us. Each one of these changes and challenges marks an opportunity for us as Social Studies professionals to move forward in our area, to demonstrate its central relevance to a true 21st century curriculum, to emphasize the career of citizen as the only truly universal career in the United States and the only career for which we do know how to prepare our students today for tomorrow. It is an opportunity for we Social Studies professionals to demonstrate the true goal of literacy: the production of a citizen who can critically listen and read while also being able to articulately speak and write, and therefore take full part in the public discourse needed to keep our Republic vibrant and vital.

We must also be forthright in stressing the importance of Social Studies. When Benjamin Franklin left the old Pennsylvania State House after the drafting of the Constitution, a woman asked him what government we had. "A Republic madam," he replied, "if you can keep it." My definition of Social Studies has always been education for "keeping the Republic." Somehow, I think, this central mission of Social Studies instruction has been lost on those who develop "Modern Curriculum" and on our political masters. I have heard cynics who would disagree with the idea of it being lost on our politicians for they believe that Democrat, Republican, or

other party politicians are consciously happy with the idea of a civically ignorant public that produces a low voter turn out that can be manipulated at a reasonable cost. Regardless of the situation, we Social Studies professionals cannot be happy with such a state of affairs. Nor can we or should we stand by silently as Social Studies is marginalized, especially when Social Studies has the potential to be the core, the glue, that holds together the new 21st century curriculum envisioned by the Common Core State Standards.

It is not just time to make our case, it is time to lead and show how central Social Studies education is to the a 21st century curriculum. This will mean the development of new Social Studies demonstration projects much as happened with the development of the New Social Studies in the 1960s and 1970s. This will mean showing state departments of education, publishers, Internet engineers, administrators, the public, and social studies teachers the subject integrity and pedagogical processes involved in these projects. It will mean helping Social Studies teachers rejuvenate themselves, expand and renew the subject area, and re-establish citizenship education as a primary goal of public schooling. It will call upon all our skills, knowledge, courage, and commitment. We must all become active Social Studies teachers just as we urge our students to become active citizens in the Republic.

H. Robert Brady
ICSS Dir. of Communications

Greetings, ICSS Members,

As the Chair of the Indiana Council for the Social Studies Nominations Committee, I invite you to consider becoming involved in ICSS leadership. Attached is a candidate application and elections timeline. At the end of the attachment you will find a list of current ICSS Officers. Feel free to contact me or any other officer if you have questions or would like to discuss the ways in which you'd like to become involved. If you have difficulty with the attachment, this information is also available on our website: www.indianasocialstudies.net.

I have had the privilege of serving on the ICSS Board of Directors on several occasions throughout my career in social studies education. This has been a great opportunity for professional growth, networking, and I have developed a number of close associations and friendships though this work. I am encouraging you to consider running for a position on the ICSS Board of Directors, because I believe you would find it to be a professionally rewarding experience.

Board of Directors' meetings are held approximately four times a year, one of which is held the evening prior to the State Conference. Board members assist in State Convention planning and operations during the conference. Additionally, a one-day summer advance is conducted to plan the calendar and events for the following year. Board members are responsible for travel to meetings and expenses for overnight accommodations, and are expected to maintain membership in the National Council for the Social Studies.

If you are interested in running for a position on the ICSS Board of Directors, please complete an application (following this page or available at www.indianasocialstudies.net) and submit via email no later than April 13th to Barbara Burdge at: burdgeb@ips.k12.in.us. Please type "Nomination Committee" in the subject. Ballots will be sent mid-April, and the ICSS President will contact new Board Members no later than May 21st. The first meeting for new Board Members this year will be held June 16th at a location to be determined.

I hope you will consider becoming involved in ICSS leadership.

ICSS Board of Directors Application
Submission Deadline: April 13, 2012

The purpose of the Indiana Council for the Social Studies is to promote and improve the teaching of social studies in Indiana. The ICSS achieves this purpose by coordinating an annual convention, publishing the quarterly newsletter *Viewpoints* and the renowned *Journal of Social Education* and maintaining a website (www.indianasocialstudies.net) and Facebook page. The Indiana Council for the Social Studies is the state affiliate of the National Council for the Social Studies. The ICSS serves as a network for social studies educators in publicizing events, activities, curricula, and news related to social studies education.

Board of Directors' meetings are held approximately four times a year, one of which is held the evening prior to the State Conference. Board members assist in State Conference planning and operations during the conference. Additionally, a one to two day summer advance is conducted to plan the calendar and events for the following year. Board members are responsible for travel to meetings and expenses for overnight accommodations. Board members are expected to maintain membership in the National Council for the Social Studies.

If you are interested in running for a position on the ICSS Board of Directors, please complete the application below. **PLEASE NOTE THAT THE FIRST MEETING OF THE 2012-2013 ICSS BOARD OF DIRECTORS WILL BE HELD SATURDAY, JUNE 16, 2012.**

Election Timeline, 2012

April 13th – Nominations and Application Deadline. Approval of slate of candidates by April 14th.
April 16th – Ballots sent to members, along with the information submitted by each candidate.
May 16th – Ballots returned within thirty days of the date mailed shall be counted.
May 23rd – New Board Members and Officers will be contacted by the ICSS President and sent copies of the ICSS Officer Handbook and Constitution.
June 16th – Summer Advance of 2012-13 Board of Directors, Location to be determined.

ICSS Board of Directors Application

Please provide the information requested below on a separate sheet of paper and return (to be received) NO LATER THAN April 13, 2012 to the ICSS President, Barbara Burdge, IPS Social Studies Facilitator, Forest Manor Professional Development Center, 4501 East 32nd Street, Indianapolis, IN 46218 or email burdgeb@ips.k12.in.us. **Please limit to one page.**

1. Name
2. Address
3. School Name and Address
4. Home and School Phone
5. E-mail address
6. Teaching position/grade level
7. Educational Background
8. Professional/Educational Experience
9. ICSS or NCSS Experience/Participation/Presentations
10. Experience/Membership in other Social Studies Organizations (i.e. History Day or LRE Coordinator, GENI; ICE, etc.)
11. Memberships in Other Professional Organizations
12. Position Statement. To be published on the ICSS website and distributed to all voting members. **Please limit to 150 words or less.**

Feature Article

by the Board of Directors of the Indiana Council for the Social Studies

Changes and Challenges: Indiana and the Future of Social Studies

Changes and Challenges: Indiana and the Future of Social Studies is the focus of the Indiana Council for the Social Studies during 2012, a topic for this issue of Viewpoints, and the theme for this year's state conference scheduled for Friday 2 November 2012 at the Crowne Plaza, Union Station in Indianapolis. Below, we lay out several changes and challenges we see the Social Studies in Indiana facing this year.

Common Core Standards

Change: Foremost among the changes to be considered is the phasing in of the Common Core Standards. It is not ***if*** we will be dealing with and using the Common Core Standards, it is ***when*** we will be implementing them in Indiana classrooms and what they will mean for the curriculum that will be taught. The Indiana State Department of Education is beginning to speak with schools about the Common Core Standards for ELA and Math. The ELA standards at the elementary level include literacy standards for the Social Studies. At the secondary level, the ELA standards have placed an increased emphasis on reading and writing nonfiction, informational materials, understanding and explaining argumentation, and writing argumentative compositions. ***Common Core Standards require a career focus for the formation and implementation of school curriculum***.

Challenge: Literacy across the curriculum and within each of the individual subject areas will of necessity become a critical part of subject area curriculum. ***The ELA standards expectations for literacy have a very tight correlation with the expectations of a literate, articulate, and informed citizen.*** Achieving the ELA literacy skills with the help of Social Studies may suggest that Social Studies will have to sacrifice some of its content, but that is not necessarily so. The challenge is to integrate the teaching of successful Social Studies literacy skills with the teaching of content so the two are synchronized and taught simultaneously to achieve synergy. Several school districts including Avon, Brown County Schools, Eastern Hancock, and the Indianapolis Public Schools have begun this process through their participation in the Indiana State Department of Education's Reading Apprenticeship Grant. American History teachers are being taught how to employ literacy strategies to increase comprehension, depth of understanding, making connections, understanding and use of textual structure in reading Social Studies texts, and collaborative learning to accelerate student learning, engage students in higher order thinking, and enhance the social dimension of social studies while continuing to teach the content they have always taught. Although the process initially slowed down instruction, teachers are learning that over the year the time is gained back and the learning process is accelerated as students increase their abilities to read with solid comprehension, think at a higher level and write with greater organization, clarity, and logic. As the Partnership for the

Assessment of Readiness for College and Careers (PARCC) test is devised, it remains to be seen what role instruction in social studies classrooms and what role social studies content will play in the assessment of holistic literacy proficiencies.

Waiver of the No Child Left Behind Law

Change: Indiana has been approved for a waiver that will move it beyond the federal No Child Left Behind legislation. Teacher's have long known, and federal officials appear to be currently learning, that the NCLB legislation has left a great deal to be desired in terms of implementing meaningful reform in education. ***The major feature of the wavers is the move away from the uniform federal one-size-fits-all approach to an approach that says to states, devise the method that works for your students, but make absolutely certain that method works and works for all students.***

Challenge: ***As with any program that is vested in proving its worth through high stakes testing and high stakes testing alone, the thrust of instruction will be to address success on the high stakes tests first and the educational development of the student second.*** One elementary school in the Dallas Independent School District achieved a level of excellence by dedicating all of its instructional time to ELA and math. Science and Social Studies were simply not taught at all, although teachers were told to give students grades in those subjects. This is fraud and malfeasance not to mention an extreme example. The temptation is always there in such an environment, and the same results can be achieved in less direct ways leaving fewer or no paper trails.

Social Studies is caught in the middle. It is not valued nor sincerely taught without being tested. However, experience has shown that testing Social Studies is a more difficult process than deriving tests for other areas. Multiple-choice objective tests measure quickly with statistical accuracy low-level social studies knowledge and thinking. However, if controversy is involved in the social issue, then there is great difficulty in determining what is the correct objective answer. Assessments that are attuned to assessing higher-level thinking that is divergent and open ended are labor intensive for grading and are disliked by those given to statistical analysis because they are viewed as overly subjective.

Social Studies thus faces the challenge of maintaining its focus and relevance in the career oriented curriculum without testing. On one hand, it faces subversion into an additional reading instruction period. On the other, it faces possible elimination from the curriculum to make place for more formal ELA courses, math courses, and science courses if the science is the third subject tested by the state. States are already finding the burden of testing financially odious. Adding a social studies test is unlikely. Having Common Core Social Studies Standards is as, or more so than, having a serious consensus on what is a valid social studies test.

Moving beyond the textbook to a digital curriculum

Change: The Federal Government has now issued a challenge to the states to move to digital textbooks. ***School districts and states are looking at digital textbooks as their next move in materials***. California is seeking to replace its textbooks with free open educational resource textbooks in certain science and math courses using the Flexbook system of CK-12. Apple Computer has announced the second generation of its iTunesU and iBook along with a Mac app for the creation of interactive iBooks and a partnership with several of the largest textbook publishers to provide iBook versions of popular textbooks.

Closely tied to this drive for digital textbooks is the change in Indiana law regarding the adoption of textbooks. The state has abandoned the calendared schedule for subject area adoptions and has basically turned adoption over to local school boards concerning when they adopt and what they adopt. The state has eliminated the requirement for textbook publishers to secure a place on the state's official textbook adoption list. ***While rules and regulations for the implementation of this legislative change are not complete and the process is not currently underway, it offers a new level of flexibility for districts and even schools in adopting materials while simultaneously creating a new Wild West of materials having a wide range of potentially unproven quality from which to make these selections.***

Challenge: A change in instructional materials and how they are used rather than a switch to an interactive digital version of the textbook is what schools will need to seek. ***It is not a new and fancy textbook with bells and whistles, but on what comes after the textbook that schools must concentrate***. The Indianapolis Public Schools is completing a three-year pilot in which teachers used Discovery Education's text, audio, and video resources as their primary materials for social studies classes. The Bartholomew County School Corporation has already completed a conversion to a digital social studies curriculum, with Beech Grove and Brown County Schools also initiating a similar digital solution. The BCSC project delivers aggregated digital materials gleaned from Nettrekker, the Internet, and the brains of the district's teachers to students through a software system called Curriculum Loft. Units and lessons are teacher created, derived from the Indiana Social Studies Standards indicators, and creatively created to teach the core social studies content, skills and procedures associated with each subject.

Digital curricula are very different from digital textbooks. The federal government, Apple Computer, and major textbook publishers have yet to learn this critical difference. Social studies departments cannot wait for them to catch up. ***Teachers need three things for the development and use of a viable digital social studies curriculum: (1) access to a wide range of digital resources both primary and secondary, (2) a user-friendly system that curates, aggregates, edits, and disperses on a highly-individualized level the digital resources, and (3) professional development on the creation of guided learning/inquiry-based instructional units and lessons using the digital resources combined with quality controlled focused research on the Internet.***

Search, Curate, Aggregate, Deploy: Framework for Building the Digital Curriculum

Jocelyn Chadwick and Robert Brady

The digital curriculum is on its way. How do we construct a digital curriculum?

Aligning with the standards is the critical phrase in the creation of curriculum. Local school districts develop their curriculum in various formats: curriculum guides, pacing guides, curriculum maps, or frameworks. The state priorities in curriculum are located in the performance indicators attached to each state standard. But the indicators, in and of themselves, do not make sense, nor do they make a curriculum. Instead, school districts need to build a curriculum that must reflect (be aligned to), but not be limited to, the state indicators. The state indicators are merely the curriculum skeleton upon which districts flesh out the curriculum that will be taught in their schools. The completed curriculum acts as a guide for all teachers to align with the state indicators, gives context to the state indicators, and enriches the state indicators.

Traditionally, the curriculum has been reflected in the instructional materials provided to learners in the form of print, audio, and video. Books, audiotapes, movies, filmstrips, and a frightful mountain of ditto sheets were the learning resources of students 25 years ago. Today, many school districts are seeking to convert to a digital curriculum not only because of the technology itself but also because of our technology-savvy student audience.

A digital curriculum, however, runs the risk of being equated with converting the old materials into a digital format. While using materials in a digital format is the source of the curriculum's name, it is neither the desired aim nor the power of a digital curriculum. Rather, interactivity and the learner's creative demonstration of her knowledge are the hallmarks of the digital curriculum. Thus, constructing a digital curriculum is a different process of bringing the curriculum to fruition than it has been in the past.

The essential question then is – How does one go about this process. How does one take subject content, intellectual skills, knowledge of learning theory, and digital resources, existing and yet to be developed, to create a digital curriculum that engages students in higher order learning? What does one do to move from theory and planning charts to create the reality of an online, functioning digital curriculum?

We suggest there is a framework for the construction of digital curriculum. It consists of four activities working in iterations with each other. These four activities are: search, curate, aggregate, and deploy.

SEARCH

Based on the demands and dictates of the curriculum, the construction of digital curriculum begins with searching for resources that will facilitate the mandates of the curriculum. These resources may be informational resources, constructive resources, or structural resources. Informational resources provide information needed for learning. They could be a passage of text as a historical secondary document. They could be a primary document. Curriculum writers use these primary sources in their original state to provide the fundamental information in the instructional process. Constructive resources are likewise usually either secondary documents or primary documents. The difference is they are provided for the learner to use as elements for constructing a display of knowledge in the learning process. Social studies teachers would most commonly recognize constructive resources in the form of the "documents" provide in a Document-Based Quiz. The final type of resources is a structural resource. Structural resources help structure activities that students undertake as part of learning. If a learner is asked to demonstrate her learning by constructing a five-slide PowerPoint with up to twelve-words of text and an appropriate image on each slide, then the learner must know how to put images and text on PowerPoint slides. A video screen capture showing how to do these tasks would be a structural resource as would a short talking head video acting as a narrative bridge between one task and another. For common activities, existing step-by-step generic guides may already exist and should be used rather than taking the time to develop one specifically for a course activity

With the desired resources to actuate the curriculum in mind, the initial step is to search for them. Here the motto of the curriculum construction crew is ADOPT, ADAPT, DEVELOP. The online search will look for existing digital resources that can either be adopted into the digital curriculum or adapted for the digital curriculum.

In 2012, the Internet is a vast storehouse of information and resources. Extracting materials from it for the digital curriculum involves overcoming two major obstacles: quantity and quality. Beyond merely looking for resources, the search will need to do an initial evaluation, a quality control review, of resources for issues of validity and reliability.

Some school districts have narrowed their initial search to bodies of pre-vetted materials. To do this they begin by drawing resources from commercial collections such as the Discovery Education, Nettrekker, or Cengage database systems. These proprietary database systems contain their own search engines usually optimized to leverage the data structures of the individual database. Consequently, they usually have a small initial learning curve as you work to understand the "special" features of the search process. The commercial enterprises have designed these systems to be viewed primarily from the perspective of adopt the resource. Often by nature or design the resources are locked and not easily adaptable, unless the searcher considers the resource as a component of a larger more complex resource in which case the additional components can be adaptive. Learning to think in terms of more complex resources is one of the more difficult shifts in mind set necessary when searching for and initially evaluating the viability of digital resources. Recently, traditional textbook publishers have also begun to move into the digital resource

market. Pearson has just launched it OLE system, which makes available all of its digital resources for use in the creation of a digital curriculum.

Beyond the proprietary resources are compilations of Open Educational Resources. The OER movement has proved powerful in moving the resource base away from the closed commercial resource sets based on drill and kill or present and quiz to more constructivist collections of materials that must be facilitated by teachers. Connexions at Rice University is one such collection of OER materials. OER repositories are important sources of creative commons materials for digital curriculum construction. Those working on digital curricula should become members of one, if not more of the repositories. A principle of such repositories is that one take freely from them in return for giving to the repository community materials you develop. Certain repositories like CK-12 or WikiBooks provide digital textbooks like FlexBooks that can be edited by the end user and thus can become adaptable resources for the digital curriculum. This allows for the rapid development of digital curriculum through the adaption of creative commons materials combining the efficiency of using and existing resource with the flexibility of customized curriculum materials.

To these collections should be added the public collections of the Library of Congress, the National Archives and Records Administration, the Smithsonian, the National Gallery, the New York City Public Library, state historical societies such as the Indiana Historical Society's digital archives, digital resources of state libraries, the British National Archives, the British Museum, the Tate Galley in London, the Internet Archive, and so many more. Curriculum writers should construct electronic lists of online sites storing resources because the shear bulk of them can easily cause an individual to overlook a potential gold mine of resources. The list of potential sites gets even larger if one moves beyond materials in English.

Finally, curriculum writers and teachers can turn to the Internet, itself. Searching it can become a time consuming process for educators and can required so serious online research skills. One method for speeding up the process is using specialized search engines. Sweet Search, for example, is a search engine for students that will quickly deliver some of the most viable educational resources. Just because it was designed for students done not mean teacher should not use it to rapidly locate resources. There are also specialized search engines for various subjects. Once these are exhausted, one can employ the old standby, Google. Using special search perimeters should leverage its efficiency. Begin by limiting the search to .edu domain. Specify the products desired i.e. PDF, PPT, etc.

CURATE

Almost simultaneously with the search process you must begin to curate resources. Since the search process is about possibilities, the first form in which you curate is usually list of potential resources located while searching. One method is to use a special software to curate such as Digg or Evernote. A second possibility is to create the lists within the word processor. Word, WordPerfect, or OpenOffice can embed hyperlinks. Thus it is possible to create word processor documents with the URL pasted into the document and made a

hyperlink followed by a brief description of the resource. Below is a brief example of a webliography.

EXAMPLE: THE MONGOLS

http://www.findingdulcinea.com/features/profiles/k/genghis-khan.html
Brief biography of Genghis Khan. Would consider as a reading for middle school and high school. Could easily be converted for easy reading via PrintFriendly or Readability. Might consider making a synthesized audio file from the text for the middle school students.

http://edsitement.neh.gov/lesson-plan/road-marco-polo-marco-polo-china
This is a complete lesson from Edsitment. High School Level. Consider this for an in class activity on Marco Polo and the Mongols. The resources for the lesson can be posted as digital resources for the 1:1 students in high school.

The webliographies are usually the most easily understood and useful way to curate a list when educators engage in the search process. After the search is over, the Word webliographies refine the selection of materials with regard to the demands of the curriculum. Level of priority or degrees of appropriateness can be assigned each resource through a variety of methods from numbers to colored highlighting.

We recommend that teachers electronically curate any content considered viable for the curriculum. In other words, they must develop an orderly system of storing the physical electronic files as potential resources. The physical storage process begins by establishing a rational series of folders and subfolders that will both organize and isolate digital files. Jot the structure out on paper, then create it on a hard drive, or better yet, on a server where it is available to multiple individuals. Establish file-naming conventions. Index the file names to a culled down webliography. While the district may want to use certain resources curated, individual teachers may want to add other resources individually. So make certain that the index works for all teachers.

AGGREGATE

Here is where the jot structure for the curate phase comes in handy. Create a copy of the curate structure within a file called aggregate_course-name where course-name is the name of the course being constructed. Based on the determinations made by refining the webliography specifically for the digital material to be used in the course, copy the digital resources to the aggregate folder. Following this process permits you to view directly the resources and link the resources to the curriculum and to identify resource gaps. The gaps are the areas where you will most likely decide to develop your own digital resources.

Develop the resources needed to fill the gaps or bridge the existing resources. Place these developed resources on the webliography, index them, copy them to BOTH the curate file structure and the aggregate file structure.

At the end of the aggregation process, the entire digital curriculum should be laying the aggregate_course-name folder in raw file format. The only missing element in the aggregate folder is the interactions that are the central component of the digital curriculum. They are actuated when you deploy the digital curriculum.

DEPLOY

The deploy phase involves making the digital resources available to the user, implementing the interactions that are part of the digital curriculum, and providing the means for the learners to display their learning. Most often this phase is accomplished through a learning management system such as ANGEL Learning, Blackboard, Desire2Learn, Moodle or Saki. Other options include systems designed around a social media model such as Edmodo or Coursekit. Finally, there are new platforms arriving that are specifically designed to support the delivery of digital curricula such as Curriculum Loft or the delivery structure located within Pearson's OLE. The district, often independent of the curriculum writers and constructors, usually determines the deployment platform. The deployment platform, in turn determines how interactivity within the course will be developed. This is the moment at which the theoretical interaction becomes the digital interaction; it is clear at the juncture why digital interactions cannot be finalized until the deployment phase.

Once again, prior work and careful planning come together BEFORE the actually loading and programming of the course in the delivery software. In the initial stages of the Indianapolis Public Schools' Virtual High School, planning for full deployment was done using a version of a legal outline that included a legend that made it easy to visually see the files and interactions within the course. Matt Smith, owner and chief web designer of Quijibo Design, in Beech Grove, Indiana devised and introduced this procedure into the work of the IPS Virtual School. Below is an example of the keyed legal outline system as it was used to create a professional development sequence on the United States Civil War.

Course: United States Civil War

Project Date: 4 December 2011
Author: H. Robert Brady

Key:

fl = folder wp = web page lk = link doc = word file
pp = PowerPoint qz = quiz, pdf = PDF file exl = excel file
ds = discussion forum sr = survey (form) db = dropbox
vid = video file aud = audio file fla = flash flp=flash paper
aw = authorware shockwave str = external streaming video
scp = script for rich media mws = mini-web site awp = audio web page
toon = cartoon page(s), adp = adobe presenter agt = learning agent
stm = studymate pop = popup nar = narrator audio
pod = podcast dir = director utb = Utube embed tim=timeline
bl = blog wik = wiki nt = note prs = presentation sco = scorm
prb = prob sck = self-check gm = game Goo = Google docs

lbl = lable

Course Description: jjljowejwonqloqwenoweowenwojoweneqpiow

Course Central

0-1-ds News Forum
0-2-wp Course description
0-3-vid Video Introduction
0-4-lbl

1-fl Week 1 - Secession

[Curriculum Note: Emphasis is on the concept of secession and its relationship to the Constitution and constitutional theory/law]

1-0-lb This week, we look at the issue of secession. Where did secession come from? What has it to do with the Constitution, or the Articles of Confederation for that matter? How was it seen as the proper response to the "South's problems with the Union" and the election of that Black Republican, Abe Lincoln of Illinois? Why has the South argued secession is a Yankee idea so Northerners shouldn't have become so wacked out over it? Where did the idea come from? Why did the North claim there was no such thing as secession? How critical was the issue of secession to the outbreak of the Civil War? How important is the issue of secession to the end of the war, i.e. Reconstruction? Why was the South undertaking succession?

1-1fl Elementary Section

1-1-1-lk Civil War Secession
http://www.philwrites.com/H_seccession.htm

1-1-2-lk Digital History on Secession
http://www.digitalhistory.uh.edu/historyonline/us19.cfm

1-1-3-lk Secession http://www.history.com/topics/secession

1-1-4-lk Mr. Calhoun and Secession
http://www.nytimes.com/1861/05/11/news/mr-calhoun-and-secession-remarkable-letter-of-commodore-stewart-78656591.html?pagewanted=all

1-1-5-lk Nullification, Secession, and the Thought that Lead a State
http://www.taftmatney.com/taftmatney/calhoun.html

1-1-6-lk The Secession of the Southern States
http://www.civilwarhome.com/southernseccession.htm

1-1-7-ds Discussion forum on secession

1-1-8-doc Directions for the Union is Dissolved article

1-1-9-db Dropbox for Union is Dissolved newspaper article

2-1fl Secondary Section

1-2-1-fl Georgia, Mississippi, South Carolina, and Texas Declaration of Causes of Seceding http://sunsite.utk.edu/civil-war/reasons.html

1-2-2-lk Secession is what?
http://stubbornfacts.us/random/secession_and_the_constitution

1-2-3-lk Ordinances of secession
http://americancivilwar.com/documents/ordinance_secession.html
1-2-4-lk Constitution of the Confederate States of America
http://americancivilwar.com/documents/confederate_constitution.html
1-2-5-lk E. S. Dargan speaks to the secession convention in Alabama
http://americancivilwar.com/documents/dargan_speech.html
1-2-6-lk The Secession of the Southern States
http://www.civilwarhome.com/southernseccession.htm
1-2-7-lk The Lost Cause justifies secession
http://www.confederateamericanpride.com/case4secession.html
1-2-8-ds Discussion Forum on Secession
1-2-9-wk Curriculum resource wiki on Secession

3-0fl FYI

1-3-1-lk Will Vermont secede?
http://www.alternet.org/module/printversion/50056

1-3-2-lk Outline of secession and early war
http://home.earthlink.net/~gfeldmeth/lec.civilwar.html
1-3-3-lk Key events and battles of civil war
http://home.earthlink.net/~gfeldmeth/chart.civwar.html
1-3-4-lk South seceded and Civil War begins (el ed)
http://www.pocanticohills.org/civilwar/south.htm
1-3-5-lk Secession and Civil War (middle)
http://countrystudies.us/united-states/history-64.htm

As this deployment plan was laid out, the file names of the resources in the aggregate folder were changed. For instance the file name for the directions for the Union is Dissolved article was Dir_Union_Dis but is now changed to 1-1-8-doc, its control number in the legal outline. From this point forward, whatever one adds to the outline is accomplished by inserting the new item in place and adding a letter to the legal outline number in the following manner.

1-2-5-lk nnnnnn
1-2-5-a-doc mmmmmmm
1-2-6-pdf qqqqqq

This convention prevents massive renumbering and renaming of files. The renaming of files in this manner means that once a directory is displayed the files literally line up in the order they are placed into the delivery system. Of course there are gaps in the file name because of control numbers in the outline assigned to activities such as discussion forums or working in wikis or writing in blogs.

Grasping the four steps in the construction of digital curriculum and how they interact to reinforce and further develop the curriculum through iteration makes it possible for teachers to work with manageable curriculum tasks, implement systems of quality control, and design digital curriculum that can be maintained and augmented as needed.

PEARSON OLE online learning exchange™

OLE Overview

Online Learning Exchange™ (OLE) offers a reliable web-based resource with multimedia resources and video streaming, where high-quality content combined with flexible tools enables teachers to exchange ideas, collaborate, improve their teaching, and enhance their students' learning experience. Combined with eTexts, OLE offers a comprehensive solution for districts looking for a flexible digital solution that supports community and collaboration both in and outside of the classroom.

In OLE, K–12 teachers can create customized lessons and personalize classroom instruction to engage students and increase achievement. OLE connects teachers to libraries of subject-specific rich media assets, and editable content, enabling them to provide their students the knowledge and tools necessary to succeed in the 21st century. By providing access to approved educator-created materials in one easy-to-find place, OLE saves teachers time and energy while enriching their classrooms.

OLE courses are constantly evolving and growing. Learning resources available for each course include a wide range of science content, assessments, and activities, such as lesson plans, presentation templates, videos, and interactive learning resources, which can be used in conjunction with all programs. Courses that are now available include

- Science
 - Elementary Science
 - MG Life Science
 - MG Physical Science
 - MG Earth Science
 - HS Biology
 - HS Physics
 - HS Chemistry
- Social Studies
 - Elementary Social Studies
 - Elementary Remembering September 11
 - MG Remembering September 11
 - MG American History
 - HS Remembering September 11
 - HS World History
 - HS United States History
- Music
 - PK-5 Music
 - 6-8 Music

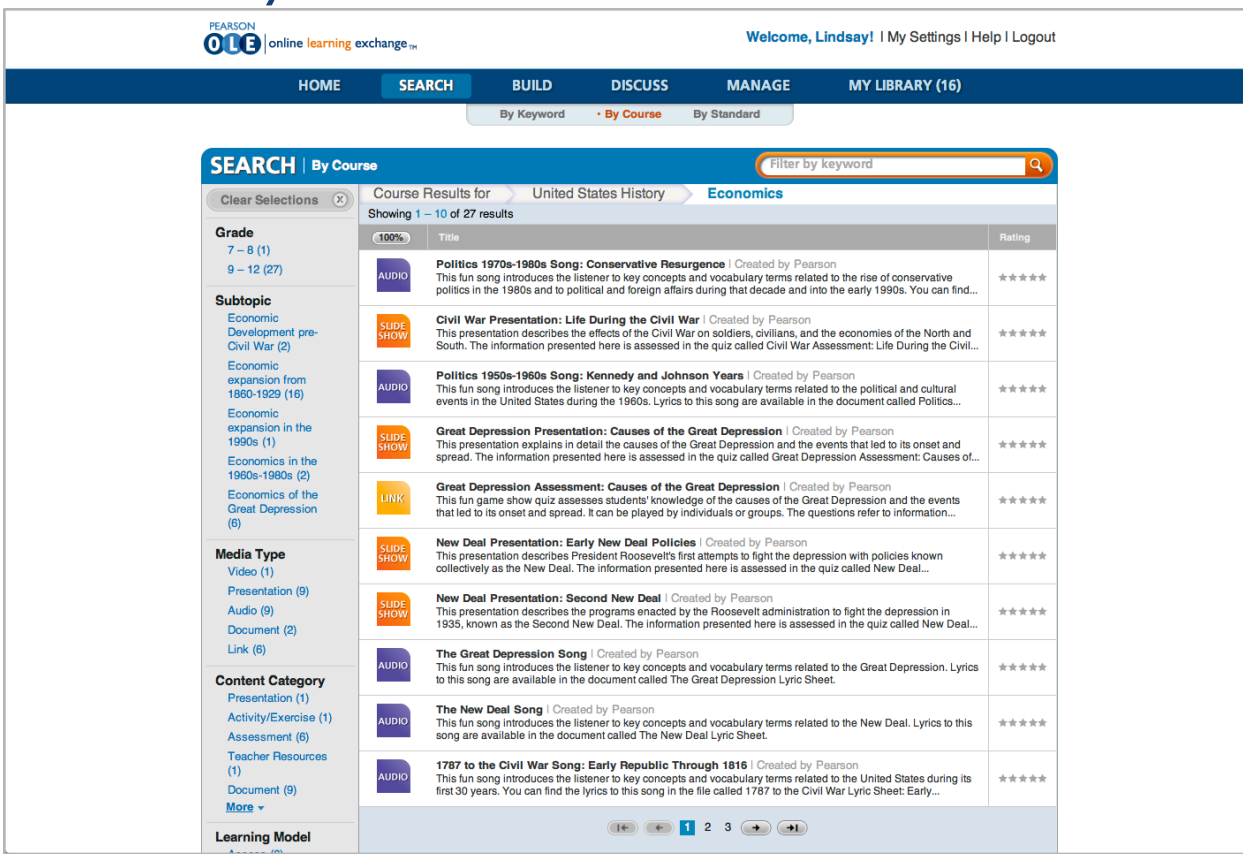
The OLE platform offers fully searchable third-party content, including editorial photographs and animations from Getty Images, educational resources and standards-aligned resources from NASA,

videos and podcasts from the world-traveling Untamed Science team, and research-based interactive simulations of physical science concepts from the University of Colorado Boulder's PhET science site.

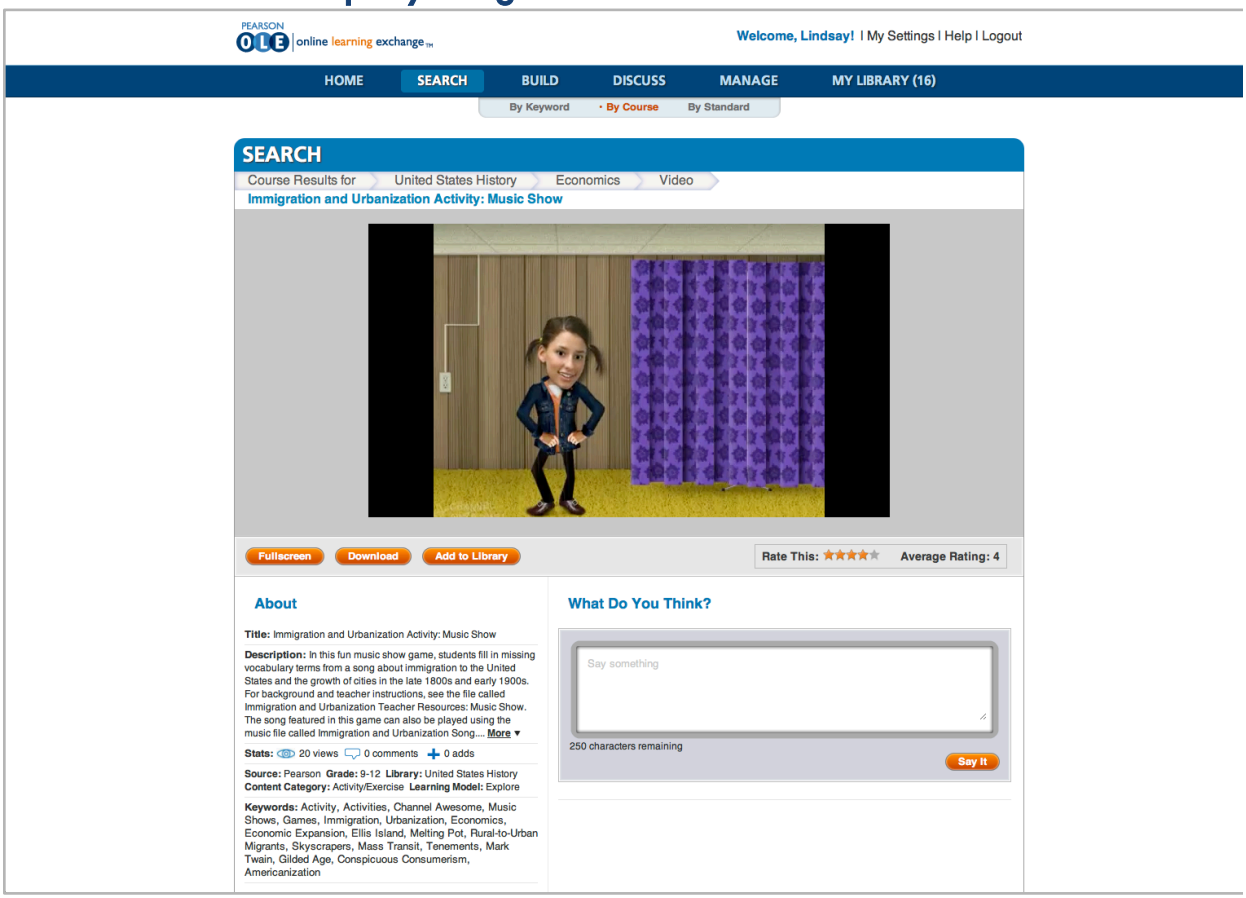
OLE cultivates an online community through a national teacher discussion board that enables teachers to interact with other educators, share experiences, offer up best practices, and engage in asynchronous conversations. A lesson builder toolkit allows teachers to manipulate content and produce derivative materials to add to their personalized library of easily accessible high-quality customized lessons.

We are passionate about facilitating authentic learning experiences in the 21st century and believe that OLE's simple, easy to use features, growing repository of standards aligned content along with the support of reference works in the form of an eText, make OLE a desirable solution for both novice and master teachers.

OLE Search By Course



OLE Resource Display Page



Indianapolis Public Schools Experience Significant Gains in Social Studies Through a Partnership With Discovery Education

District replaces traditional textbooks with Discovery Education digital content to improve student engagement and achievement

Recognizing the need to transform classrooms into 21st Century learning environments to improve student engagement, Indianapolis Public Schools' (IPS) administrative leadership decided to change the way instruction was being delivered in classrooms across the district. IPS partnered with Discovery Education to develop a custom program that included replacing social studies textbooks with digital content from Discovery Education *streaming* Plus for K-12 students. Discovery Education also provided comprehensive professional development to IPS teachers to build their digital literacy, improve their instructional delivery and support them as they implemented the digital content into their curriculum.

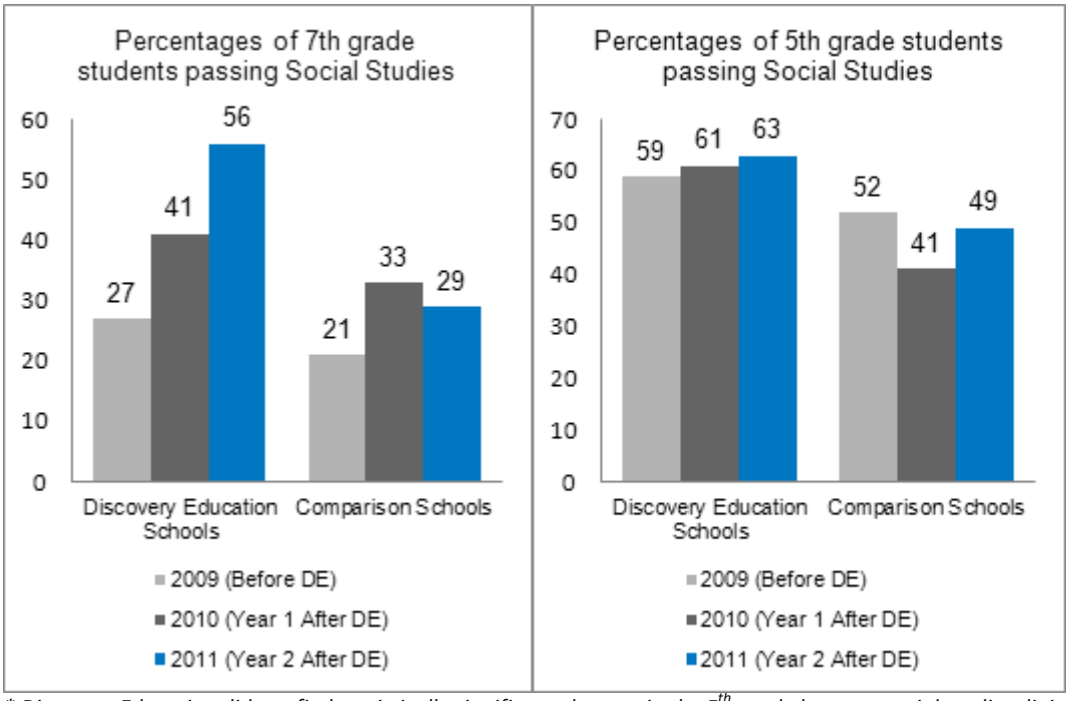
Discovery Education *streaming* Plus gave teachers and students access to a library of dynamic and engaging resources that met Indiana's Academic Standards. Discovery Education worked with IPS to embed digital content from Discovery Education *streaming* Plus into K-12 social studies pacing guides.

Ten elementary and middle schools within IPS were selected to participate in a three-year pilot that included the use of Discovery Education digital content in social studies classes and comprehensive professional development for teachers. The pilot was designed around elementary and middle schools so that achievement data could be accurately tracked through the Indiana Statewide Testing for Educational Progress Plus (ISTEP+), which is administered in grades five and seven annually. Following the pilot, an analysis was conducted by Discovery Education to compare student achievement on ISTEP+ in the pilot schools with achievement in 10 other IPS schools with a similar student population. The analysis also incorporated usage/frequency data from the teachers in the pilot classrooms to examine how use of Discovery Education digital content changed over the three years of the pilot.

Based on findings from the analysis, instruction incorporating Discovery Education digital content was significantly more effective at increasing student achievement in social studies than traditional instructional approaches. Schools that used Discovery Education content increased their social studies test scores by 29 percentage points, while scores in schools that did not use Discovery Education content increased by only eight percentage points.

The analysis also concluded that incorporating digital content regularly in the classroom results in higher test scores. For example, the percent of grade seven students that passed the ISTEP+ in social studies did not significantly surpass that of non-pilot schools until the second year of implementation when teachers used Discovery Education content three times per week.

KEY FINDINGS



** Discovery Education did not find statistically significant changes in the 5th grade because social studies digital content was used only 42% of the time. Statistically significant changes were found in the 7th grade because 62% of the digital content used by teachers was related to social studies.*

Under the leadership of Superintendent Dr. Eugene White, IPS' change in the way instruction is delivered was designed to make the best use of digital content, new technology and research-based teaching methods to impact student engagement and achievement. As a result of the success of the pilot program for social studies, the use of digital content and the change in instructional delivery will expand to other content areas, changing the way the entire district approaches teaching and learning.

"Before partnering with Discovery Education, we were concerned that students were losing interest in school. In social studies in particular, students were struggling to get a deep understanding of the great issues of the time and teachers were struggling to find quality resources," said Dr. Eugene White, superintendent of IPS. "With Discovery Education's large collection of digital content, we found that teachers could go to one place to find great resources. We also found that the more we can capture students with visual images and dynamic content, the better engaged they will be and the better they will learn. The combination that Discovery Education provided of engaging digital resources mapped directly to our pacing guides and comprehensive professional development is positively impacting our students."

"IPS administrators had a vision to bring digital content to the classroom to bring curriculum alive and transform teaching and learning," said Coni Rechner, vice president, Discovery Education. "We are proud to partner with IPS to provide thoughtful, customized, digital solutions that deliver real results, engage students at every level and significantly enhance student achievement."

Indianapolis Public Schools is an urban district with 64 schools that serve more than 33,000 students, with 85 percent of those students receiving free and reduced priced meals. The district features an

Internet connection in every classroom, a Web portal that affords parent-teacher connection, and a commitment to fulfill their vision to "be the flagship in innovation urban education, preparing all students to be successful in the global economy."

Some comments from teachers using the Discover Education resources:

George Sims, George Washington Community School, Indianapolis Public Schools

Discovery Education resources have helped history come alive for my students. The ability to see and hear history from the source and access materials on such a wide variety of topics helps to engage my students in the process of thinking historically and making connections to the past.

I allow my students the chance to explore the content on their own. Use the resources to introduce or reinforce topics. Make essential vocabulary come alive visually. And most importantly Discovery Education allows my students to download the content, analyze it and then create their own multi-media presentations to create a learning experience that is fun, memorable, engaging and completely student centered.

Discovery Education allows me the freedom to adapt each lesson to the way my students learn best, and expands my classroom well beyond the traditional walls of the school and the traditional hours. My students can access the material on their own time in their own way. If they need to pause or rewind the content to catch a key point they can without disrupting the flow of other students. If they need more than the time allotted in class DE allows for that, they can work on their own with their netbooks. Because of Discovery Education content my students are more engaged and more in control of their education than ever before.

Sheri Lund, Crispus Attucks Medical Magnet School, Indianapolis Public Schools.

I use Discovery Education weekly in my classroom. I use the video clips, lessons, and even images to help convey what I'm trying to teach. There is a wealth of information on Discovery Education and I'm so happy I was given the opportunity to use the resources.
My students have log-ins and they use the images, videos to help themselves dig deeper into the topic. My students have used the clips in their PowerPoint presentations or share their most useful clip with the rest of the class. The students have found the website useful and beneficial.

www.rose-prism.org

School In-Services

PRISM staff provides in-service training for faculty and staff. We welcome the opportunity to come to your school and instruct teachers on how best to utilize the features hosted on the PRISM website. These in-services can focus on resource searching and their integration into the classroom or highlight the Moodle learning management system. We can collaborate with your school to suit your individual needs and better serve teachers. Teachers of any content area or grade level are welcomed to use the Moodle learning management system hosted by PRISM.

Distance Education

Over 1000 educators from across the state of Indiana have trusted PRISM with their training in the Moodle learning management system. PRISM offers two, five- week courses for beginning and intermediate level users. These two courses offer educators both quality instruction as well as a chance to earn continuing renewal units or CRUs. PRISM offers these free courses through the generous support of the Lilly Endowment.



When, Where, How?

PRISM's Basic and Intermediate Moodle for Teachers courses are offered on a monthly basis throughout the year. These courses are hosted entirely from our website, enabling you to complete the course from anywhere. We encourage multiple teachers from a school to participate in these courses together, allowing them to supplement their learning experience by also meeting in small face-to-face groups. Signing up is as easy as becoming a free PRISM member and clicking our event registration link.

Basic Moodle for Teachers

This introductory course offers teachers a step by step approach to learning the basic concepts of the Moodle learning management system. Each teacher creates their own course, uploads their student roster, and creates assignments and quizzes.

The PRISM team will be offering a free, five-week distance education course on using the Moodle Learning Management System. This class will be a fast-paced, totally online introduction for beginners on using Moodle.

One section of the class will be offered, meeting for a weekly two-hour session for five consecutive weeks:

- Wednesdays, 2:30 - 4:30 P.M. (EDT), March 21 - April 18, 2012

Ten (10) PGPs can be earned for completion of this course (Indiana participants only). You must be a member of PRISM (free) to register for this course.

Intermediate Moodle for Teachers

This course offers teachers the next step in learning more advanced features of the Moodle learning management system. Each teacher will build upon their existing course, improving it by adding RSS feeds, questionnaires, wikis, and databases.

The PRISM team will be offering a free, five-week distance education course on using the Moodle Learning Management System. This class will be a fast-paced, totally online class intended to develop a stronger understanding of some of the richer features in Moodle.

One section of the class will be offered, each meeting for a weekly two-hour session for five consecutive weeks:

- Thursdays, 2:30 - 4:30 P.M. (EST), March 22 – April 19, 2012

Ten (10) PGPs can be earned for completion of this course. You must be a member of PRISM (free) to register for this course. Basic Moodle for Teachers course alumni are preferred.

PRISM Lesson Plans for Teachers

In this course teachers will learn to use the lesson planning tool developed by PRISM.

The PRISM team will be offering a free, four-week distance education course on using the PRISM Lesson Plan Module. This class will be a fast-paced, totally online introduction to the PRISM developed tool.
One section of the class will be offered, meeting once per week for one-hour sessions on four consecutive weeks:

- Tuesdays, 3:00 - 4:00 P.M. (EST), March 27 – April 17, 2012

Four (4) PGPs can be earned for completion of this course (Indiana participants only). You must be a member of PRISM (free) to register for this course.

Make PRISM Part of Your PLN – Personal Learning Network!

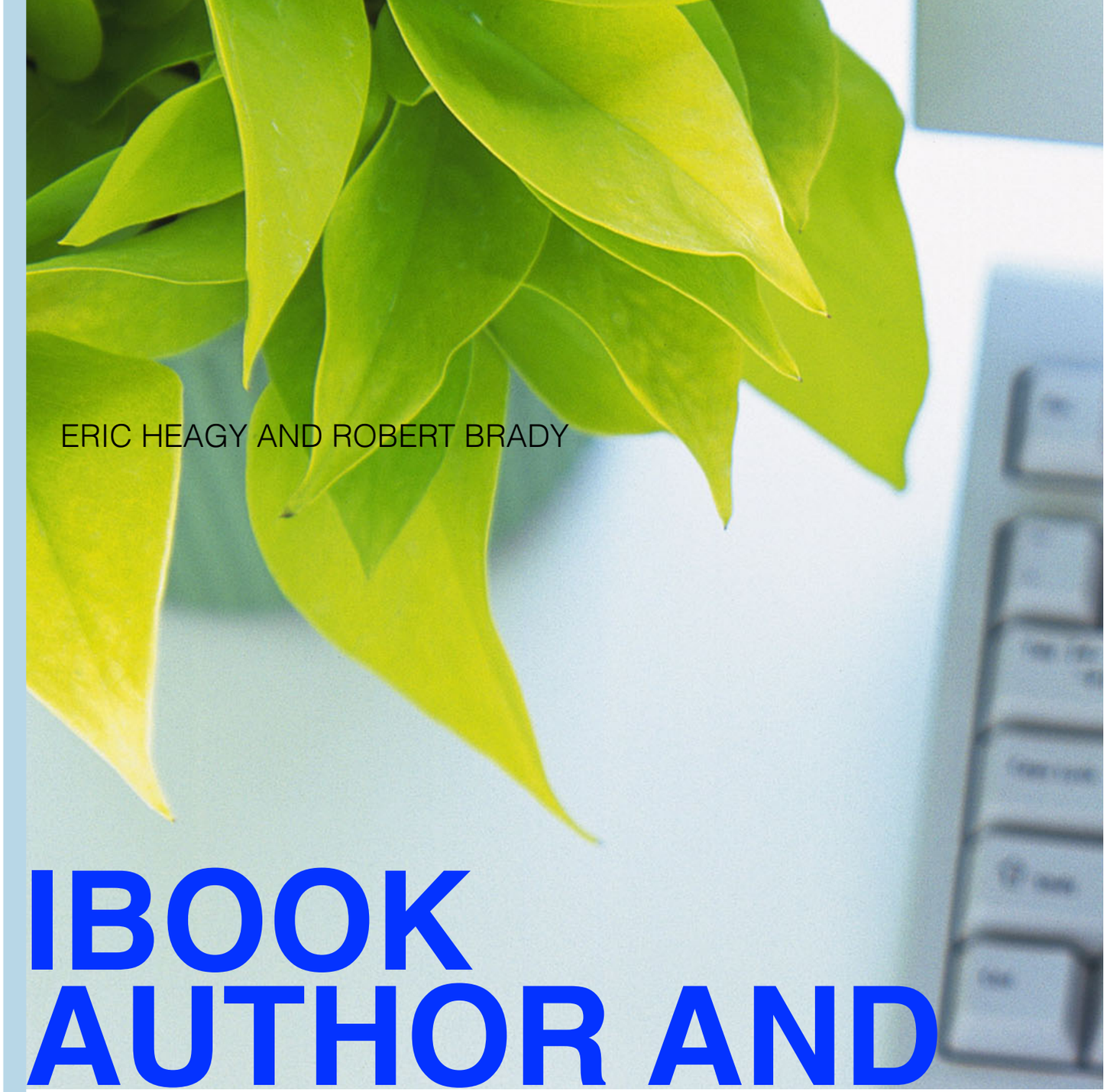
PRISM is proud to announce our page on Facebook.

Now follow us on Twitter @RoseHulmanPRISM

Be sure to check the PRISM newsletters. In addition to STEM resources, you will find links to Web 2.0 links suitable for classroom use. PRISM newsletters are also available on our web site – www.rose-prism.org

Contact gaff@rose-hulman.edu for additional information.

ROSE-HULMAN INSTITUTE OF TECHNOLOGY
5500 Wabash Avenue
Terre Haute, IN 47803-3920
Email: prism@rose-prism.org

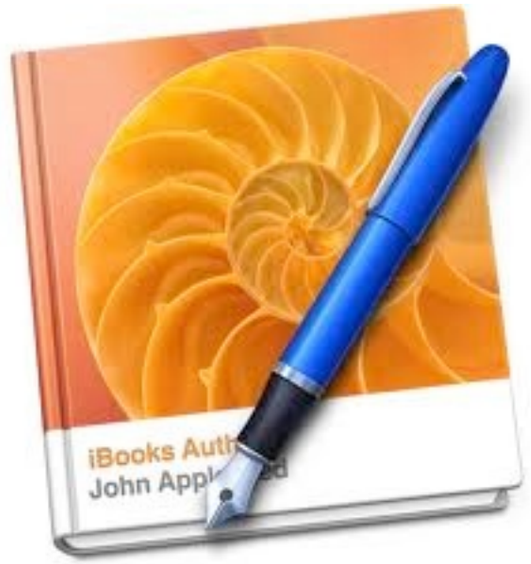


IBOOK AUTHOR AND DIGITAL CURRICULUM



1

IBOOK AUTHOR



What should be made of the new iBook Author from Apple Computer Inc.?

SECTION

IBOOK AUTHOR AND THE DIGITAL CURRICULUM

By now, there few people in the world with electric who have not heard about Apple Computer, Inc.'s launch of its free iBook Author for creating digital textbooks in the Apple iBook format. In the days that followed its launch, online conversations varied as to its value. They were soon derailed by a louder clamor over the End User's License and the fact it appeared that Apple was claiming ownership of anything written with its iBook Author.





What Apple's intents were remain uncertain, but it has backed away from claiming content ownership of materials made with the iBook

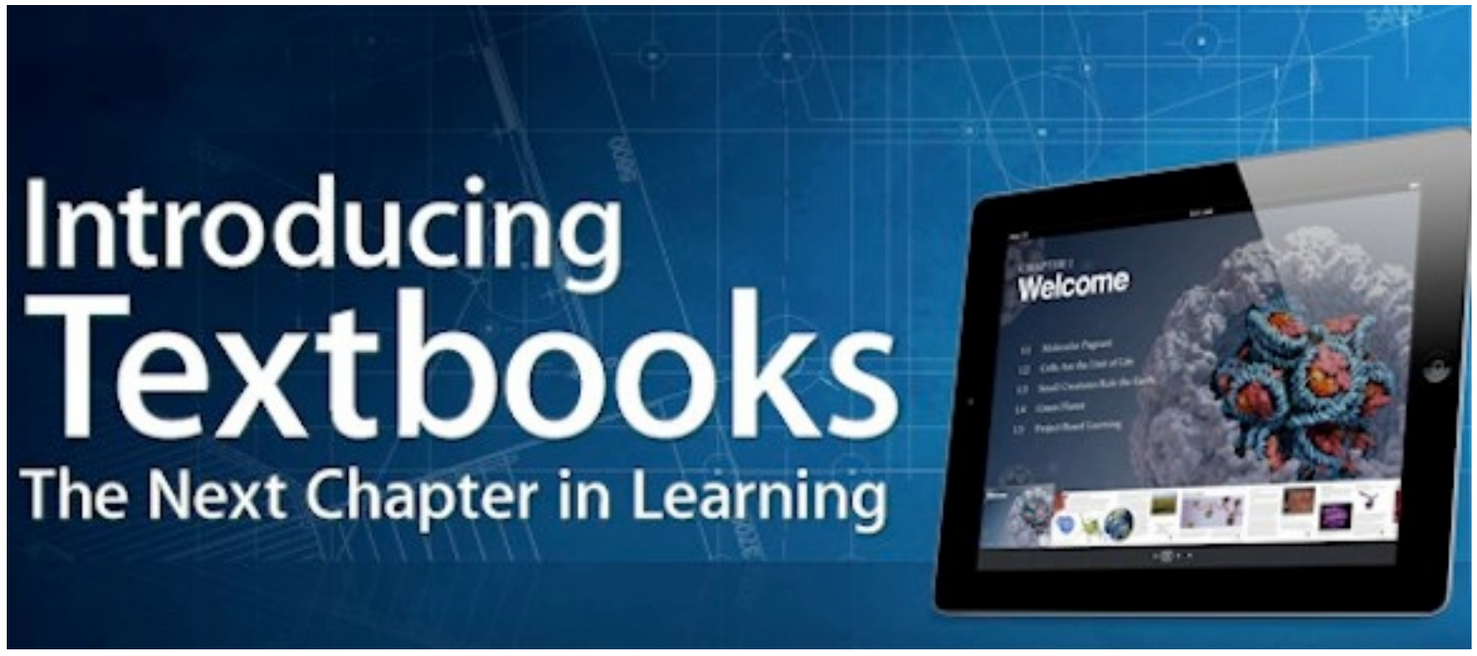
Author. That said, we can return to the author itself.

Apple has touted the new iBook Author and its potential products as ground breaking.



Regrettably, we have a differing opinion. Heagy says it's cute but not an educationally significant step forward. Brady says Apple not only missed the boat, it missed the harbor.

Our experiments with iBooks started with using Apple's Pages word processor to create e-Pub material. It proved to be a long and torturous route. An educator creating an e-book wants to "put in the content" not spend sizable amounts of time formatting the text. The Pages experience was simply too time consuming when it came to formatting the book to be a pleasure or a practical approach

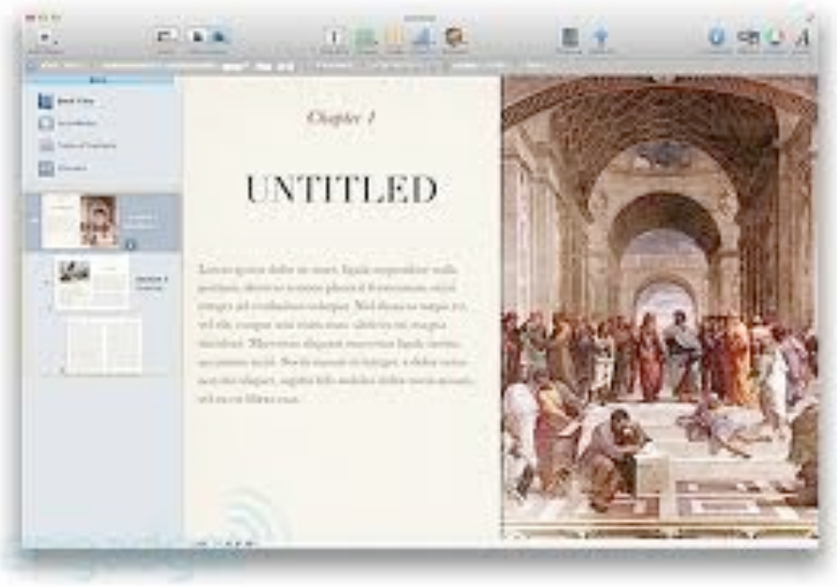


to making an e-book. Apparently, Apple understood this fact, too, hence the emergence of iBook Author.

True: traditional textbooks are heavy, but that is not a reasonable justification for moving to a digital textbook. True: traditional textbooks are expensive, but what really assures us that digital textbooks will not climb to those same heights when they become the norm?

Apple's reasons for creating iBook Author are its first flaw. The iBook Author is supposed to reposition the textbook, and presumably the

textbook industry, firmly into the middle of digital education. This it does. What it does not do is move beyond the traditional constraints of the traditional textbook. Oh yes, it has the bells and whistles of 3D graphics, movies, self-checking questions, and slideshows, but all of these remain passive learning experiences akin to those of print texts.



Interactivity is the issue here. What iBook Author does is create a multi-media textbook and that is far different from an interactive digital curriculum.

This sounds like harsh criticism of Apple and its iBook Author and were it any company but Apple, it would be roundly harsh. However, Apple has demonstrated and prided itself upon it innovation.



Apple more than any other company in the IT business has understood the importance of making all the parts in a process work together seamlessly. It has understood that innovation, rethinking how to achieve that seamless integration, is the key to moving forward. It was Apple that created the iPhone (new market for smartphones) and Apple that created the iPAD (a real market for tablet computing).

In defense of Apple, it must be said that Apple's software products, having the highest quality, have always been created to make possible the operation of and sale of its hardware products. iBook Author is software. It follows in this tradition. It is good software that makes it possible to digitize familiar products, print textbooks, and deploy them on iPADs. (It is

important to remember that the multimedia iBook will only run on the iOS system – iPAD, iPod, iPhone.)

Without these hardware products in our school, the iBook Author has been little more than a quicker way to create well-formatted, totally text and digital photograph-based, PDF textbook documents. That, and that alone is the only iBook Author product the PC computers in our 1:1 classrooms can use. Even if we had Macs, we could not use the iBook Author products because, it has to be an iOS device. And without a Mac running Lion OSX, one cannot use the iBook Author at all. (Yes, we understand there is a hack to make it run on Snow Leopard.)



iBook Author needs to be seen for what it is: a software tool for making

one's own multimedia material for use in iBook 2 on an iPAD. For those with iPADs, it is a way to self-author multimedia components of the curriculum. For the rest of us, well it is not much of a step forward in any direction.

NOTE: The pages for this article were created in iBook Author on an iMac using Lion OSX and then exported to PDF format. That PDF file was then integrated into this issue of *Viewpoints*.



Sociology Lesson: Real Life Problems and the Challenges of Adolescence

Hannah had finished her work for the class period and sidled up to me, leaned in close and said: "Hey. Mrs. Tomlinson. **This** is a good project!"

Following the completion of the chapter on adolescence in Sociology, I had assigned a mini project that I felt put my students in a real life situation. They had to make a proposal for a grant to fund a preventative and assistance program to help teens. I'd tried a public service announcement in the past, but the results were marginal. I wrote what I thought were good directions for how to create a powerful public service announcement. What I ended up getting was more like a "report" about the issue. By giving students the opportunity to create a program and "apply" for a $100,000 grant, I felt the results would be more creative, realistic and professional. They were. This was the second time I had used this assignment. So when Hannah made her comment, I thought that was the final stamp of approval for a lesson worth sharing.

The last section of the chapter on adolescence details issues and challenges that teens face. As a class we have analyzed data from charts, tables, and maps that detail national statistics. As we discuss those issues and the national data, we talk about current programs for prevention and assistance. Then we turn the focus on Indiana and students have to create ways in which we can help teens locally. We spend one day in the computer lab and parts of two days in class working in small groups. We discuss possible reasons for the problems and brainstorm ways to prevent and assist. By the time students begin to work in groups, they have been exposed to data and research and many ideas from class discussions. The project directions follow.

Sociology – Challenges of Adolescence, Simulation, Feb. 2012

As a member of the Governor's Youth Leadership Council, you have been invited to apply for $100,000 of state grant money that will help fund programs to help Indiana teens.

1. **Choose one of the following topics: Teen Pregnancy, Drug Use, Drug Violence, Teen Suicide, Bullying/Cyberbullying, Abusive Relationships.**
2. **Identify and organize data that highlights this problem <u>nationally</u> and <u>in Indiana</u>.**
3. **Create a visual to be shown on the document camera and provide an oral presentation that will propose a program or project that will tackle solutions for:**
 - **1) ways to prevent this problem, and**
 - **2) ways to serve/help/assist those who are dealing with this problem.**
 - **3) You are applying for a competitive grant that will provide funding for programs that help teens. Propose how you would use the funding for (e.g. staffing/employees, billboards, hotline, training, counseling, scholarships, performances, TV time, documentaries).**
4. **Present your proposal to the Governor's "representative" (your teacher).**

Grading:

On task in class
Evidence of work outside of class
Visual and Oral:
National and state data highlights severity of problem

Proposed prevention
Proposed program for those dealing with the problem
Funding needs (e.g. staffing/employees, billboards, hotline, training, counseling, scholarships, performances, TV time, documentaries)
Bonus – MVP (Group choice or Teacher's Choice)
Source citation
2 – 4 minute presentation

30 Points Class Participation Grade

Links for Initial Ideas

Cyberbullying Quiz
http://www.cyberbullying.us/quiz.php?quiznum=1
Angels and Doves Anti-Bullying Program (Indiana-based)
www.angelsanddoves.com
National Day to Prevent Teen Pregnancy
http://www.thenationalcampaign.org/national/default.aspx
Indiana Reduces Early Sex and Pregnancy by Educating Children and Teens
http://www.in.gov/isdh/21045.htm
Dating Abuse
http://stayteen.org/dating-abuse
Suicide Prevention Program in N. Dakota
http://www.suicide.org/suicide-prevention-program-for-schools.html
D.A.R.E
http://www.dare.com/home/default.asp
Drug Prevention Program
http://www.yadapp.com/

For more information, contact Susan Tomlinson at Franklin Central High School at susan.tomlinson@ftcsc.k12.in.us.

Mr. Heagy's U.S. History



Mini Read #43 The Cuban Missile Crisis

The Bay of Pigs fiasco had driven Cuba's Castro and the leaders of the Soviet Union closer than ever before. Castro asked the Soviet leader, Khrushchev, to provide the island nation with protection against any future invasion by the United States. The Kremlin took the request as an opportunity to place Soviet Intermediate Range Ballistic Missiles (IRBMs) and Soviet Intercontinental Ballistic Missiles (ICBMs) on the ground in Cuba. Missiles of this type armed with nuclear warheads gave the Soviets a great advantage in nuclear warfare. Only 90 miles from the nearest American border, these missiles could be launched and reach their targets in one minute. The United States would have very little time to decide whether to launch a counter attack, and even before the launch many of the American missile sites might be completely destroyed.

The presence of Soviet missiles on Cuban soil was discovered by means of U-2 photographic reconnaissance. U-2 over flights of Cuba clearly began to show missile construction sites and Soviet personnel on the ground doing the construction. Soviet personnel were also staffing sites that were approaching full operational status.

When the missiles were discovered, the situation was critical. It would only be a matter of days before the first of these missile sites might become fully functional. Once that happened, the missile site could be used to threaten the U.S. with a quick nuclear attack if the American government did anything to try and stop further missile installation on the island. The Kennedy Administration had to act, and it had to act quickly. It also had to act carefully lest it trigger a nuclear war in it sparring with the Soviets.

The Administration took the missile installation to the floor of the United Nations. There was no chance of the Security Council taking meaningful action because the Soviets had a veto over any Security Council Resolution. However, the Soviets' presence in the Security Council could not prevent the United States from presenting its case to the world on the new medium of television. America's U.N. ambassador presented blown up reconnaissance photo after photo to the Security Council and the waiting TV cameras.

At the same time, the Kennedy Administration debated what action to take against the Soviets. Kennedy finally decided to institute a naval blockade of Cuba stopping all ships from coming into or going out of the island nation. In theory, this would halt the arrival of the missile parts needed to complete the construction of the sites.

The blockade was a problem, however, because under international law, blockading a country is an act of war. The blockade would therefore mean the U.S. went to war with Cuba and by extension with the Soviet Union. Kennedy decided to try and work around the legal issue of the blockade by calling the blockade a quarantine. The "quarantine", the State Department would insist, was not an act of war but a mere defensive measure available to the United States for protecting its national security. The Soviets denounced the quarantine and kept their freighters on course for Cuban ports.

Tensions mounted. The Kremlin and the White House sent messages back and forth. Unknown for many years was the fact that Robert Kennedy met clandestinely with the Soviet Ambassador and worked out a secret deal. The Soviets would pull out their missiles in Cuba and the U.S. would remove missiles from Turkey. In an exchange of messages, it was the Soviet leader who "backed down" first. To the Soviet's surprise the Kennedy Administration never admitted the deal, it just announced it was removing obsolete missiles from Turkey and acted as if it had threatened the Soviets into submitting to American demands. As a result the Soviet leader, Khrushchev, was humiliated and with in a couple of years he was ousted from his government positions.

Mr. Heagy's U.S. History



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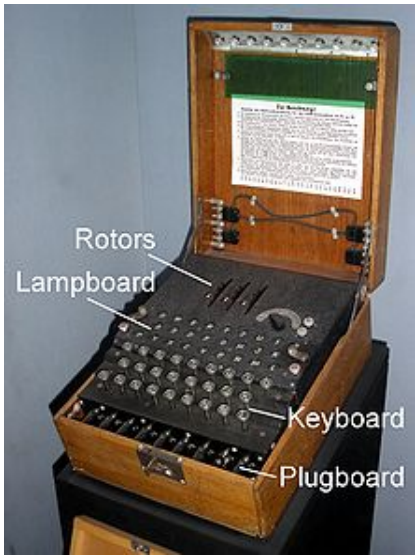
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Mr. Heagy's U.S. History



Mini Read # 15 The Cipher Wars

Right after the end of World War I, a German engineer named Arthur Scherbius, invented a machine that could write cipher or secret code. It was called the Enigma Machine. During the 1920s and 1930s it was used by some businesses to keep their international correspondence secret. It was also adopted and much improved by the German military for sending secret orders and for sending diplomatic dispatches. The Germans sold the technology to the Japanese who also used it for their military communications.



In 1932, the Polish Cipher Division worked out a way to decode messages sent using the Enigma Machine. When the Nazis invaded Poland, the Poles passed their technology on to the British and French. The French did nothing with it. The British pulled together a group of their best mathematicians and scientists to work on the problem of decoding Enigma messages. They were aided by the fact the British got their hands on two intact German military Enigma Machines: one an Army machine and one a naval machine from a German U-boat.

Examination of the machines combined with heavy scientific research resulted in the ability of the British to read the most secret of German military plans if they were sent out in code. This intelligence was used very carefully to allow British forces to fight the Germans in the most important battles with full fore knowledge of the Germans battle plans. It also allowed the British to know beforehand what targets the German Luftwaffe was planning to attack.



The British passed their knowledge about code-breaking on to the Americans. This allowed the Americans to read the Japanese naval code, Code Purple. With the aid of fore knowledge of Japanese intent, the American Navy was able to plan and execute nasty surprises for the Imperial Navy. Again, it was important to be careful what the intelligence was use for. The British and Americans never wanted the Germans and Japanese to suspect their most secret messages were being read in London and Washington.

British Prime Minister Churchill paid a heavy price to keep this secret. The British knew that one of the most devastating German air raids ever was planned for the British city of Coventry. The military decided if they acted to defend Coventry, the Germans would know their code was being read. So Churchill did nothing to protect the city in order to keep the code breaking a secret. Many British and American soldiers' lives were eventually saved by intelligence gained from reading the Enigma Machine messages during the entire war, but at the cost of the complete destruction of the city of Coventry.

Mr. Heagy's U.S. History



Mini Read 52 The Watergate Affair changes everything

In the last days of the presidential election of 1972, a group of shady individuals staged a break-in at the Democrat Party's National Headquarters in the Watergate Hotel located in downtown Washington, D.C. The incident was discovered and the bungling break-in artists were apprehended and thrown in jail. It would appear to be just another crime in high crime D.C. But it was not. It turned out the bunglers were working for CREEP (what a terrible acronym), the Committee to Re-Elect the President; in other words, Nixon's campaign. Suddenly, as they say in the newspaper business, the story had legs.

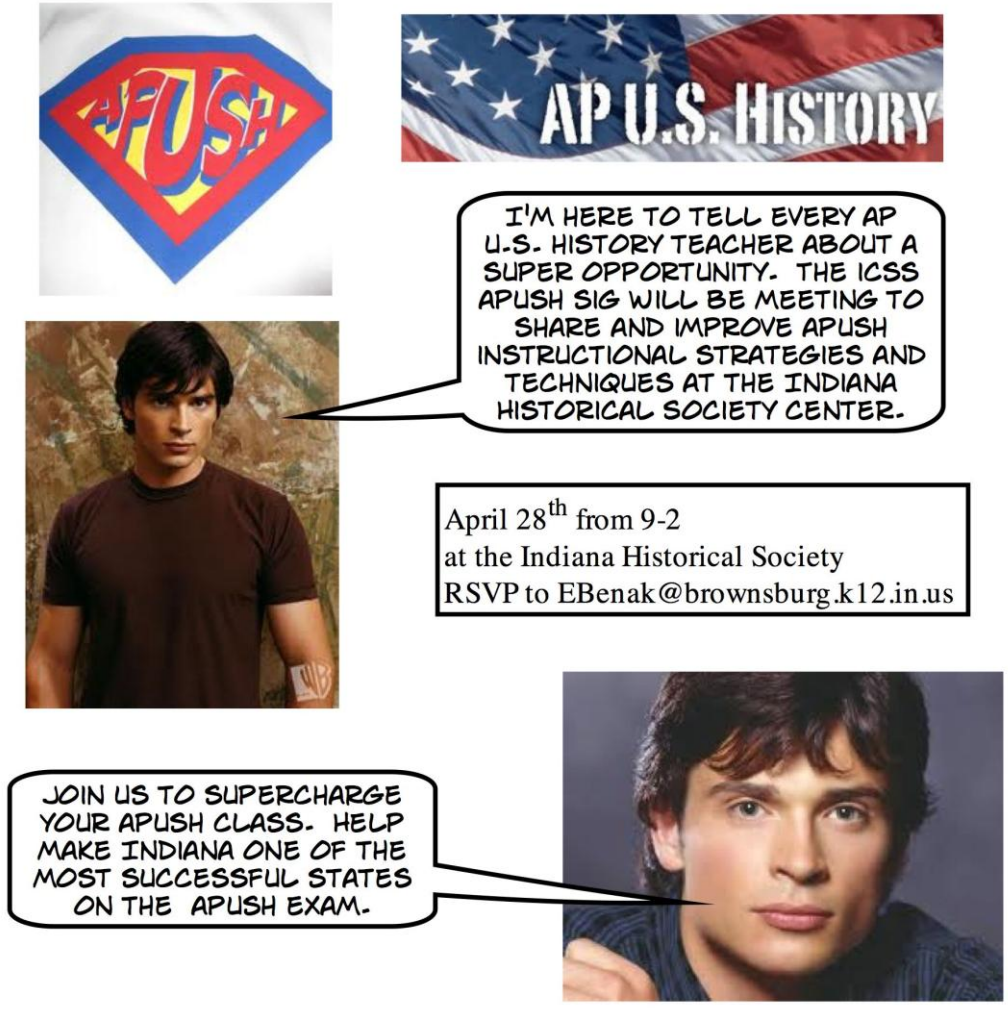
The story really started to heat up when it turned out that people in the White House had been involved in trying to spring the burglars on bail. What did the White House have to do with a break-in at Democrat Headquarters? Reporters at the *Washington Post* wanted to know the answer to that question. Their search for answers continued to turn up more and more sordid information. The *New York Times* and the *Los Angles Times* soon joined in the *Washington Post* search for answers and suddenly Nixon was personally involved in this tawdry affair.

During the Watergate Affair and after, Nixon supporters and neo-conservatives claimed what happened at the Watergate was nothing more than a third-rate bungled break-in. The Democrats, they claimed, were merely using a petty crime to try and drive the duly elected president they viscerally hated from office. It was nothing short of a hatchet job on the much-maligned Nixon, they complained. If the Watergate Affair were confined to the break-in, they would have been right. However, it is necessary to place the break-in within the context of what happened after the break-in occurred. Nixon, and his senior staffers, first tried to control the event, and then tried to muddy the waters when it came to the news stories, all rather typical political tactics. The real problems started when Nixon and his staffers tried to obstruct the trial of the burglars in an effort to make certain no more information about the break-in found its way to the press. Suddenly the White House had moved from tawdry politics as usual to committing a crime in order to suppress information it did not want public inside the election cycle.

Even the fact that Nixon, the chief magistrate of the federal government, had committed the crime of obstructing justice was not the most disconcerting element of the Watergate Affair. It was the justification for obstruction of justice and the ideas associated with it that was so very shocking. Long after being forced to resign, Nixon sat down for a series of interviews with Sir David Frost. When asked by Sir David about certain illegal activities, Nixon responded indignantly, "It's legal if the President does it." Clearly he was saying the laws of the land did not bind the President. This sounded shockingly like King John I of England. This attitude had led to a rebellion by his barons and the King being obliged to sign the Magna Carta in which he acknowledged that the King as well as everyone was subject to the rule of law. But here was Nixon saying on television that as President of the United States he was above any law and could do as he saw fit to rule the nation. This blatant contempt toward the First Principle of Anglo-American law was what the Watergate Affair was really about. The tragedy of President Richard Nixon is that he never understood how this blithe statement proved to most Americans he was not the man to occupy the highest office in the American constitutional republic.

The legacy of the Watergate Affair in the short run saw the office of the President weakened, the power of Congress increased, and respect for the Presidency eroded. However, in the long run the impact was the opposite. Nixon supporters, especially neo-conservatives locked themselves into Nixon's claim. He did constitutionally, by virtue of being president, have the power to do whatever needed to be done for America's national security and its orderly governance, they claimed. Republican President Theodore Roosevelt had made that claim in the first decade of the twentieth century, and it was a well-established principle of government by the 1970s they insisted.

Each of the reading passages is designed to (a) provided focused historical information, (b) present an argument that should be identified and assessed by students, (c) contain elements associated with writing structures and the demands of reading in the social studies, and (d) include potential social studies vocabulary, general vocabulary, and phrases. Each of the passages was also converted into a synthesized audio file in mp3 format for use by special needs students or for use as a listening activity. If you will like copies of the passages, the audio files, and other materials such as graphic (comic-style) text and mind maps, you can download them from the IDOE Learning Connections at https://learningconnection.doe.in.gov where they are located in a community called High School US History with Robert Brady as the administrator. All the passages and other materials are licensed Creative Commons documents.



IU School of Education - Indianapolis

Intensive Summer Graduate Course at IUPUI through Summer Edge!

EDUC-W 505
INSPIRATION! Nourish Yourself and Use the Common Core Standards to Create Engaging Curriculum Units That Will Blow Your Kids' Minds

MIDDLE AND HIGH SCHOOL ENGLISH AND SOCIAL STUDIES TEACHERS

The adoption of Common Core standards and the Indiana's waiver from NCLB frees up teachers to create exciting, authentic and meaningful curriculum using the common core standards in English to accomplish the goals of the various disciplines. This course will help you to create curriculum based on Authentic Intellectual Work and Backward Design.

But beyond that, we will discuss ways to energize yourself, hit the standards, and engage your students in learning tasks that will challenge them and replenish your love of teaching. We will spend the first two weeks intensively studying the standards, discussing curriculum design and considering ways to clear barriers to inspirational instruction (7-9 thru 19). Teacher's will plan a unit individually with support from an online forum and then celebrate, display their work and get feedback on the last day (7-25).



Michael Boucher taught for 18 years in urban education and is now a doctoral student at Indiana University.

DATES AND TIMES

Class will meet July 9-13 (M-F) and July 16-19 (M-TH) from 1pm- 4:30 pm and on Wednesday, July 25 from noon - 4:30pm. Letter graded.
Class Number 15481

See all of the offerings at
http://education.iupui.edu/soe/programs/summer/



Priority registration begins **March 19, 2012** for currently enrolled students.

Open registration begins **March 31, 2012**.